



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success



Indiana Academic Standards English Language Arts: Grade 8



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Introduction

The Indiana Academic Standards for English Language Arts are the result of a process designed to identify, evaluate, synthesize, and create the highest quality, rigorous standards for Indiana students. The standards are designed to ensure that all Indiana students, upon graduation, are prepared for both college and career opportunities. In alignment with Indiana's Every Student Succeeds Act (ESSA) plan, the academic standards reflect the core belief that all students can achieve at a high level.

What are the Indiana Academic Standards?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand what students need to know and be able to do at each grade level, and within each content strand, in order to exit high school college and career ready. The academic standards should form the basis for strong Tier 1 instruction at each grade level and for each content area for all students, in alignment with Indiana's vision for Multi-Tiered Systems of Supports (MTSS). While the standards have identified the academic content or skills that Indiana students need to be prepared for both college and career, they are not an exhaustive list. Students require a wide range of physical, social, and emotional support to be successful. This leads to a second core belief outlined in Indiana's ESSA plan that learning requires an emphasis on the whole child.

While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board. However, a strong standards-based approach to instruction is encouraged, as most curricula will not align perfectly with the Indiana Academic Standards. Additionally, attention should be given at the district and school-level to the instructional sequence of the standards as well as to the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning - omitting one will certainly create gaps - but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. The Indiana Academic Standards must also be complemented by robust, evidence-based instructional practices, geared to the development of the whole child. By utilizing well-chosen instructional practices, social-emotional competencies and employability skills can be developed in conjunction with the content standards.

Acknowledgments

The Indiana Academic Standards could not have been developed without the time, dedication, and expertise of Indiana's K-12 teachers, higher education professors, and other representatives. The Indiana Department of Education (IDOE) acknowledges the committee members who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for college and careers.

English Language Arts: Grade 8

Reading

Guiding Principle: *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.*

Reading: Literature

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

8.RL.1

Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

Key Ideas and Textual Support

8.RL.2.1

Analyze what a text says explicitly as well as draw inferences from the text through strong and supportive textual evidence.

8.RL.2.2

Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.

8.RL.2.3	Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.
8.RL.2.4	<p>Students are expected to continue to build upon and continue applying concepts learning previously.</p> <p>Grade of Mastery: 2</p> <p><i>Make predictions about the context of text using prior knowledge of text features, explaining whether they were confirmed or not and why.</i></p>
Structural Elements and Organization	
8.RL.3.1	Compare and contrast the structure of two or more related works of literature (e.g., <i>similar topic or theme</i>), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.
8.RL.3.2	Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.
Synthesis and Connection of Ideas	
8.RL.4.1	Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
8.RL.4.2	Analyze how works of literature draw on and transform earlier texts.

Reading: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

8.RN.1

Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

Key Ideas and Textual Support

8.RN.2.1

Analyze what a text says explicitly as well as draw inferences from the text through strong and supportive textual evidence.

8.RN.2.2

Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.

8.RN.2.3

Analyze how a text makes connections and distinctions among individuals, events, and ideas.

Structural Elements and Organization

8.RN.3.1

Students are expected to build upon and continue applying concepts learned previously.

Grade of Mastery: 5

Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.

8.RN.3.2	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
8.RN.3.3	Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Synthesis and Connection of Ideas	
8.RN.4.1	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
8.RN.4.2	Evaluate the advantages and disadvantages of using different mediums (e.g., <i>print or digital text, video, multimedia</i>) to present a particular topic or idea.
8.RN.4.3	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Reading: Vocabulary

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

Learning Outcome

8.RV.1

Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Vocabulary Building

8.RV.2.1

Use context to determine or clarify the meaning of words and phrases.

8.RV.2.2

Students are expected to build upon and continue applying concepts learned previously.

Grade of Mastery: 7

Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

8.RV.2.3

Distinguish among the connotations of words with similar denotations.

8.RV.2.4

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).

8.RV.2.5

Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.



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Vocabulary in Literature and Nonfiction Texts	
8.RV.3.1	Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
8.RV.3.2	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
8.RV.3.3	Interpret figures of speech (e.g., <i>verbal irony</i> , <i>puns</i>) in context.

Writing

Guiding Principle: *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.*

Writing

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Learning Outcome

8.W.1

Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

Handwriting

8.W.2

Students are expected to build upon and continue applying concepts learning previously.

Grade of Mastery: 4

Write legibly in print or cursive, forming letters and words that can be read by others.

Writing Genres: Argumentative, Informative, and Narrative

8.W.3.1	<p>Write arguments in a variety of forms that –</p> <ul style="list-style-type: none">• Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.• Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.• Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.• Establish and maintain a consistent style and tone appropriate to purpose and audience.• Provide a concluding statement or section that follows from and supports the argument presented.
8.W.3.2	<p>Write informative compositions in a variety of forms that –</p> <ul style="list-style-type: none">• Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., <i>headings</i>), graphics (e.g., <i>charts, tables</i>), and multimedia when useful to aiding comprehension.• Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.• Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.• Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.• Establish and maintain a style appropriate to the purpose and audience.• Provide a concluding statement or section that follows from and supports the information or explanation presented.

<p>8.W.3.3</p>	<p>Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. • Organize an event sequence (e.g., <i>conflict</i>, <i>climax</i>, <i>resolution</i>) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. • Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. • Provide an ending that follows from and reflects on the narrated experiences or events.
<p>The Writing Process</p>	
<p>8.W.4</p>	<p>Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative –</p> <ul style="list-style-type: none"> • Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. • Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.
<p>The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</p>	
<p>8.W.5</p>	<p>Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> • Formulate a research question.

- Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
- Assess the credibility and accuracy of each source.
- Quote or paraphrase the information and conclusions of others.
- Avoid plagiarism and follow a standard format for citation.
- Present information, choosing from a variety of formats.

Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

8.W.6.1

Demonstrate command of English grammar and usage, focusing on:

A. Pronouns- Students are expected to build upon and continue applying conventions learned previously.

Grade of Mastery: 6

- *Using a variety of pronouns including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).*

B. Verbs- Explaining the function of verbals (e.g., *gerunds, participles, infinitives*) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.

C. Adjectives and Adverbs - Students are expected to build upon and continue applying conventions learned previously.

Grade of Mastery: 4

- *Writing sentences using relative adverbs (e.g., *where, when*) and explaining their functions in the sentence.*

D. Phrases and Clauses - Students are expected to build upon and continue applying conventions learned previously.

Grade of Mastery: 7

- *Recognizing and correcting misplaced and dangling modifiers.*

E. Usage- Students are expected to build upon and continue applying conventions learned previously.

Grade of Mastery: 7

- *Writing simple, compound, complex, and compound-complex sentences; recognizing and*

	<i>correcting sentences fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.</i>
8.W.6.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:</p> <p>A. Capitalization—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5</p> <ul style="list-style-type: none"> • <i>Applying correct usage of capitalization in writing.</i> <p>B. Punctuation—Using punctuation (e.g., <i>comma, ellipsis, dash</i>) to indicate a pause, break, or omission.</p> <p>C. Spelling—Students are expected to build upon and continue applying conventions learned previously. Grade of Mastery: 5</p> <ul style="list-style-type: none"> • <i>Applying correct spelling patterns and generalizations in writing.</i>

Speaking and Listening

Guiding Principle: *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.*

Speaking and Listening

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

Learning Outcome

8.SL.1

Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

Discussion and Collaboration

8.SL.2.1

Engage effectively in a range of collaborative discussions (e.g., *one-on-one, in groups, and teacher-led*) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.

8.SL.2.2

Examine, analyze, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.

8.SL.2.3

Follow rules for considerate discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

8.SL.2.4

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with

	relevant evidence, observations, and ideas.
8.SL.2.5	Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.
Comprehension	
8.SL.3.1	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
8.SL.3.2	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Presentation of Knowledge and Ideas	
8.SL.4.1	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
8.SL.4.2	Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.
8.SL.4.3	<p>Students are expected to build upon and continue applying concepts learned previously.</p> <p>Grade of Mastery: 2</p> <p><i>Give and follow multi-step directions</i></p>

Media Literacy

Guiding Principle: *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.*

Media Literacy	
By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.	
Learning Outcome	
8.ML.1	Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.
Media Literacy	
8.ML.2.1	Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print and mass media, and identify false or misleading information.
8.ML.2.2	Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.